# *Multiple Subject*- Science Competency Assessment

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_  Clinical Practice Phase I  Clinical Practice Phase II

| Elements | Candidate Proficiency | I | II | III | IV |
| --- | --- | --- | --- | --- | --- |
| 1. Standards | *Demonstrates the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science, balancing the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Teaching Methods | *Explains, demonstrates, and provides class activities that serve to illustrate science concepts and principles, scientific investigation, experimentation, and emphasizes the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Mathematical Concepts | *Integrates mathematical concepts and practices into science instruction, including the importance of accuracy, precision, estimation of data, and literacy.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Literacy | *Teaches students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats and ensures that students, at various English proficiency levels, have the academic language needed to meaningfully engage in the content. Engages students in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| 1. Technology | *Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.* | Little to no competency | Beginning competency | Average competency | Excellent competency |

# *Multiple Subject*-History-Social Science Competency Assessment

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_  Clinical Practice Phase I  Clinical Practice Phase II

| Elements | Candidate Proficiency | I | II | III | IV |
| --- | --- | --- | --- | --- | --- |
| * 1. Standards | *Demonstrates the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Analytical Skills | *Enables students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Multiple Perspectives | *Uses time lines and maps, provides insights into historical periods and cultures from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Literacy | *Teaches students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats and to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Technology | *Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.* | Little to no competency | Beginning competency | Average competency | Excellent competency |

# *Multiple Subject*- Physical Education and Health Competency Assessment

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_  Clinical Practice Phase I  Clinical Practice Phase II

| Elements | Candidate Proficiency | I | II | III | IV |
| --- | --- | --- | --- | --- | --- |
| * + 1. Standards | *Demonstrates the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in physical education and health.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * + 1. Content--PE | *Balances the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * + 1. Content--Health | *Balances the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * + 1. Assessment | *Collects evidence of student learning through the use of appropriate assessment tools and uses the collected evidence to inform instructional decisions and provide feedback to students. Supports students* who are *learning how to assess and maintain their level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * + 1. Teaching Methods | *Explain, demonstrate, and provide class activities that serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * + 1. Creating and Maintaining an Effective and Safe Environment | *Provides a safe environment for discussion of sensitive issues and taking intellectual risks. Helps students to navigate the risks associated with learning to move in a public environment.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * + 1. Literacy | *Teaches students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats, and ensures that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Teaches students to write opinion/persuasive and expository text in the content area.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * + 1. Technology | *Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning the content of physical education and health.* | Little to no competency | Beginning competency | Average competency | Excellent competency |

# *Multiple Subject*- Visual and Performing Arts Competency Assessment

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_  Clinical Practice Phase I  Clinical Practice Phase II

| Elements | Candidate Proficiency | I | II | III | IV |
| --- | --- | --- | --- | --- | --- |
| * 1. Standards | *Understands the responsibility for instruction in the four arts content areas, per the California Education Code, and demonstrates the ability to teach the state-adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theatre, and visual arts.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Importance of the Discipline | *Understands that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Understands that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Content | *Understands and teaches the foundational academic content of each arts discipline within the standards and facilitates students' abilities to identify the aesthetic qualities of works of art and artistic performances.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Assessment | *Assesses student learning in each art content area to promote student learning.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Teaching Methods | *Crafts a progression of complexity within each of the four arts content areas. Knows the difference between discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings. Provides students with opportunity to see the value of arts learning and skill development for their future schooling and careers.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Collaboration | *Collaborates where possible with single subject arts teachers and/or community arts resources.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Literacy | *Facilitates the students' literacy development in the art form as well as in English.* | Little to no competency | Beginning competency | Average competency | Excellent competency |
| * 1. Diversity | *Assures that students are provided access to works of art that are broadly representative of cultural diversity.* | Little to no competency | Beginning competency | Average competency | Excellent competency |